



ENGLISH HERITAGE
EDUCATION

KS1-2

KS3

TEACHERS' KIT

Richborough Roman Fort and Amphitheatre

This kit helps teachers plan a visit to Richborough Roman Fort and Amphitheatre, a site that witnessed the beginning and end of Roman rule in Britain. Use these resources before, during and after your visit to help students get the most out of their learning.



GET IN TOUCH WITH OUR EDUCATION
BOOKINGS TEAM:

☎ 0370 333 0606

✉ bookeducation@english-heritage.org.uk

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Step into England's story

WELCOME

This Teachers' Kit for Richborough Roman Fort and Amphitheatre has been designed for teachers and group leaders to support a free self-led visit to the site. It includes a variety of materials suited to teaching a wide range of subjects and key stages, with practical information, activities for use on site and ideas to support follow-up learning.

We know that each class and study group is different, so we have collated our resources into one kit allowing you to decide which materials are best suited to your needs. Please use the contents page, which has been colour-coded to help you easily locate what you need, and view individual sections. All of our activities have clear guidance on the intended use for study so you can adapt them for your desired learning outcomes.

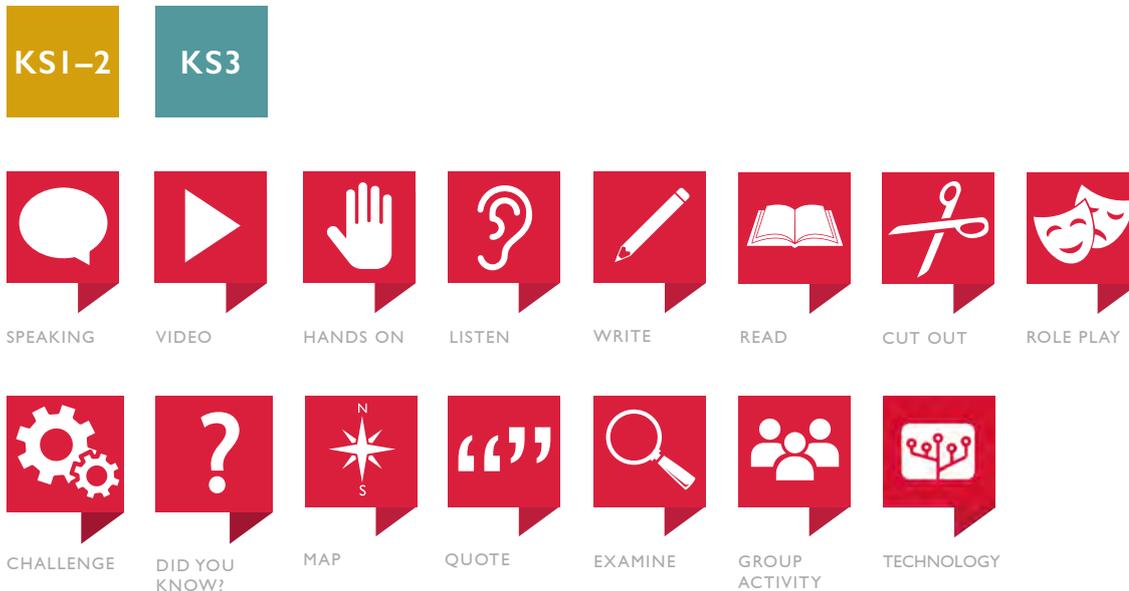
To further aid your planning, we have created Hazard Information sheets, which you can download from the Richborough Roman Fort and Amphitheatre **Schools page**. You can find more practical information about your booked visit to Richborough Roman Fort and Amphitheatre on your Education Visit Permit.

We hope you enjoy your visit and find this Teachers' Kit useful. If you have any queries please don't hesitate to get in touch with a member of our team either via bookeducation@english-heritage.org.uk or on 0370 333 0606.

English Heritage Learning Team

ICON KEY

The icons below will help you quickly identify the types of activities and information presented.



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KSI-2 KS3

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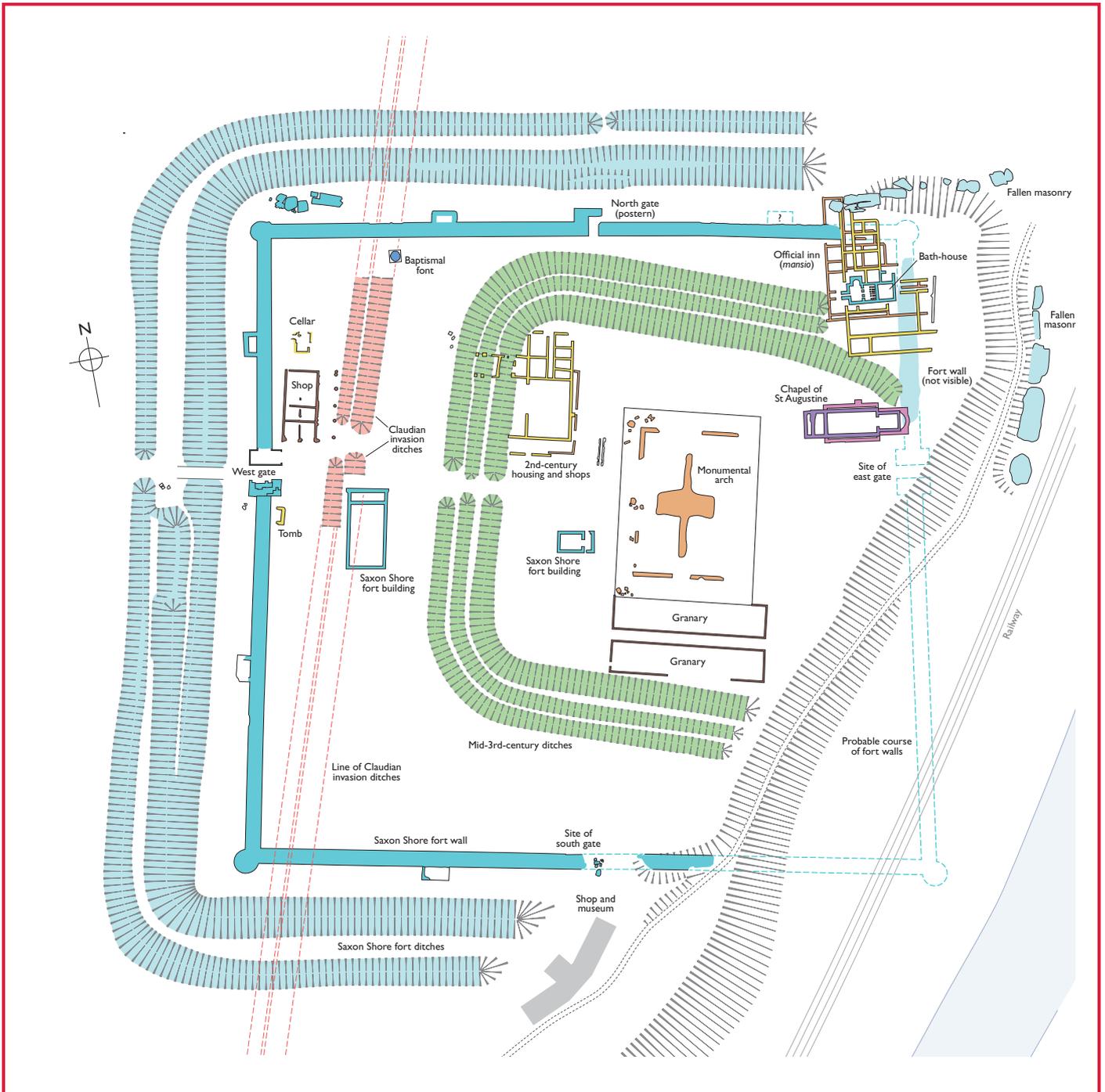
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PRE-VISIT

Information and activities you can use in the classroom before your visit.

RICHBOROUGH ROMAN FORT AND AMPHITHEATRE SITE PLAN



HISTORICAL INFORMATION

DISCOVER THE STORY OF
RICHBOROUGH ROMAN
FORT AND AMPHITHEATRE

Below is a short history of Richborough Roman Fort and Amphitheatre. Use this information to learn how the site has changed over time. You'll find the definitions of the key words in the Glossary.

RICHBOROUGH BEFORE THE ROMANS

Before the Romans invaded in AD 43, Britain was made up of small kingdoms and territories each with its own ruler. These kingdoms quarrelled frequently and often fought each other. Two of the kingdoms, the **Catuvellauni** and the Atrebates, were in conflict with each other just before the Roman invasion and the Romans exploited the situation.

During this period, Britain was rich in minerals including metals. Tin and iron found in the ground could be made into coins, jewellery and tools. **Iron Age** (c.800 BC–AD 43) people also farmed the landscape and built farmsteads and larger settlements. Lots of evidence of Iron Age settlements and agriculture has been found in Kent.



A reconstruction of the Iron Age settlement at Silchester (Calleva) in Hampshire by Peter Urmston. Before the Romans arrived in Britain, there were Iron Age settlements like this in Kent.

EMPEROR CLAUDIUS'S INVASION OF BRITAIN

Julius Caesar (100 BC–44 BC) was a famous Roman general and politician who made two military expeditions to Britain (in 55 and 54 BC). He defeated some tribes in battle and found out more about Britain's resources, but it was only under Emperor Claudius (10 BC–AD 54) that the Romans successfully conquered Britain.

Claudius became Emperor of Rome in AD 41 after the death of his nephew, Caligula. Many people underestimated Claudius because he had physical disabilities – some sources suggest he had a limp and a speech impediment. The emperor needed to show that he was a strong leader and decided to **conquer** Britain. This was something even the respected Julius Caesar hadn't done.

A Roman general called Aulus Plautius commanded the emperor's army of four **legions** (20,000 men) and 20,000 **auxiliary** soldiers. They probably crossed from Boulogne in Gaul (modern-day France) to Richborough on the south coast of Britain. Although Richborough is inland today, in AD 43 it stood above a natural harbour where the Romans could safely dock their ships.



A 1st-century marble bust of Emperor Claudius. His army successfully invaded Britain in AD 43.

AD 43: THE ROMANS ARRIVE

When Claudius's army arrived at Richborough they built long earth **ramparts** with ditches in front. This protected their encampment, and the ships anchored along the shore, from any Britons who wanted to defend the area.

Soldiers in the Roman army were trained to do more than just fight. They were expected to build and look after infrastructure (like forts to protect themselves and roads to assist the movement of supplies and equipment). The soldiers' building skills helped them to create a settlement at Richborough. This developed into a port known throughout the Roman Empire as Rutupiae (pronounced RUH-tu-pee-eye).



This reconstruction by Ivan Lapper shows the timber and earth defences built by Claudius's soldiers shortly after they arrived in Richborough.

Find out more about what life was like for Roman soldiers in Britain by searching the English Heritage YouTube channel for 'Meet a Roman Legionary' (3 minutes 1 second).



RESISTING THE ROMANS

After the Romans' relatively easy landing at Richborough in AD 43, they soon faced resistance. The most powerful tribe in the south, the Catuvellauni was led by brothers Caratacus and Togodumnus. The Catuvellauni fought and lost two battles against the Romans – the first probably at the river Medway and the second on the banks of the river Thames. Claudius followed his army and arrived in Britain in time to witness the final attack on the Catuvellauni's capital at Colchester and its capture by the Romans.



A map showing two alternative invasion routes and the approximate areas of Roman military campaigns and control, AD 43–47.

With the Catuvellauni defeated, the Romans were in control of southern Britain. It would take many decades for them to conquer the west and the north and they faced major resistance. In AD 60–61, Boudicca, the leader of the **Iceni** tribe, rebelled against the Romans and burned the towns of St Albans and London to the ground before she was defeated. The **Brigantes**, a tribe living in the north of Britain, was led by Queen Cartimandua. They worked with the Romans at first, but later resisted them in AD 52–7 and again in AD 69.

Although the Romans successfully defeated all of these tribes, they weren't able to conquer the whole of Britain. Instead, they settled on creating a border in northern England, Hadrian's Wall, which was begun in AD 122.

GATEWAY TO BRITANNIA

Richborough soon became the 'Gateway to Britannia' – the main entrance to Britain for people and goods, similar to how **ports** like Dover are thought of today. A large Roman road called Watling Street began at Richborough and linked the port with other towns and cities established by the Romans as they conquered Britain. This included Londinium (London), Verulamium (St Albans) and Viriconium (Wroxeter). Unlike other Roman settlements, Richborough was used for the entire Roman **occupation** of Britain (around four hundred years).



A reconstruction illustration by Peter Lorimer showing Richborough at its largest in about AD 120.

By AD 70, Richborough was a bustling town and thriving port. People from across the Roman Empire came to trade goods or passed through as they travelled for their military duties and government jobs.

BUILDING A TOWN AT RICHBOROUGH

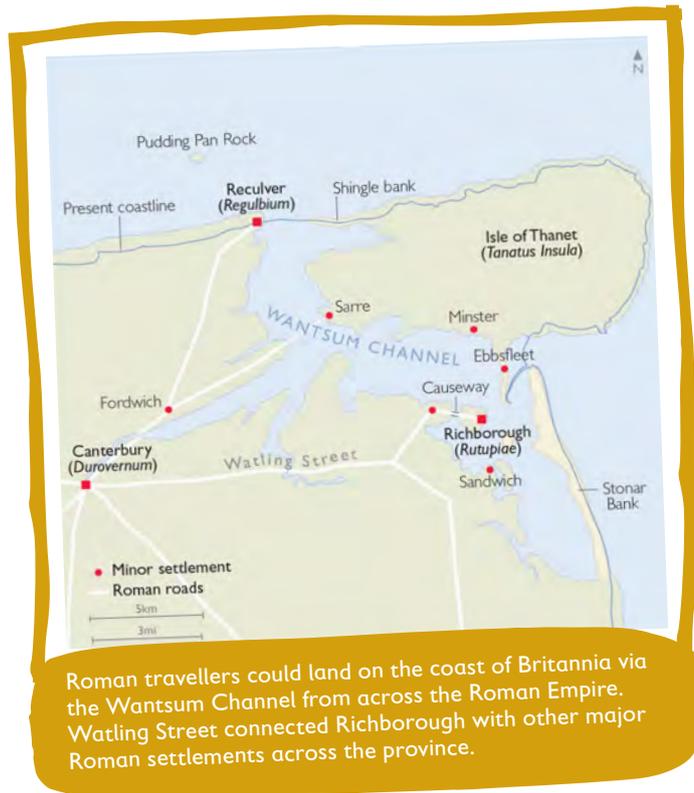
Richborough's location at the beginning of Watling Street meant that it was very well connected to other Roman towns and a popular starting point for journeys through Roman Britain. Those living in Richborough met lots of different people from across the Empire and probably heard many different languages spoken in the town. This might have included Greek as well as languages spoken in Gaul (modern-day France) and others from the Middle East. **Latin** was used as a common language and speaking Latin well was a sign of *Romanitas* (Roman-ness or how to act like a Roman).

Archaeologists have found a system of streets at Richborough lined with many buildings that included shops, houses and storehouses. There were also impressive public buildings like temples and a monumental arch. These show how large and busy Richborough was during the Roman period.



A reconstruction illustration by Simon Edwards showing the bath house as it may have looked in the 3rd century.

Originally, these buildings were made of timber but from AD 85 onwards more buildings were made with stone. On the seafront there was a **mansio**, a hotel where official travellers could stay, pick up fresh horses and bathe. Although the baths you can see at Richborough today are from the 3rd century, it's likely that there were baths in the town before this. Baths were an important part of daily life for a Roman citizen and using them was a sign of *Romanitas*. Typically, they had a changing room (**apodyterium**), unheated room (**frigidarium**), warm room (**tepidarium**) and a hot room (**caldarium**). Only the wealthiest people in the town could afford a private bath at home, so most people bathed in the public baths.



Roman travellers could land on the coast of Britannia via the Wantsum Channel from across the Roman Empire. Watling Street connected Richborough with other major Roman settlements across the province.

THE MONUMENTAL ARCH

The Romans built arches to commemorate important events like military victories and imperial visits. They also created arches to mark boundaries. The Richborough arch may have been built to celebrate an emperor—possibly Domitian who came to power in AD 81 around the time it was constructed.

The original arch was a **quadrifrons** clad in white Carrara marble from the imperial quarries in modern-day Italy. Surviving bronze fragments suggest there may have been a large statue on top of the arch.

At 25 metres tall, this arch was one of the largest in the Empire and visible to ships miles out to sea, making it useful for navigating. In AD 250, a small fort was built around the arch and it was probably used as a watchtower. Around AD 275, the arch was demolished and its materials were used to make a new large stone fort.



A reconstruction illustration of the Richborough arch by Peter Lorimer. The arch was the tallest and most impressive building in Roman Richborough.

EVIDENCE OF ROMAN LIFE AT RICHBOROUGH EATING LIKE A ROMAN

Before the Romans arrived, Britons grew and ate grains like wheat and barley; and vegetables like peas and beans. The Romans introduced over fifty new foods including fruits like figs, grapes and apples; vegetables like cucumber and celery; nuts like almonds; and herbs and spices like coriander and dill. These foods could be grown in Britain during the Roman period due to the **climate** at the time.

People in settlements on the coast enjoyed seafood as part of their diet. Richborough became famous throughout the Roman Empire for its oysters. They were even mentioned in poetry by writers like Juvenal (Source 4).

Other luxury foods travelled to Richborough in amphorae. Archaeologists have found an **amphora** at the fort which originally came from the area around **Mount Vesuvius**.



The Romans used amphorae to store food and drink including wine imported to Britannia from across the Empire.

LEISURE AND ENTERTAINMENT

Gambling and dice games were popular Roman pastimes. They played games like *duodecim scripta* or *tabula*, similar to backgammon. The remains of several stone gaming boards have been found at Richborough. Archaeologists have also found bone plaques which might have been part of a *pyrgus*, or dice tower. The Romans used these towers to roll their dice, making it more difficult to cheat.

An **amphitheatre** was discovered and excavated at Richborough in 1849. This likely developed as Richborough grew because it was built outside of the main town. Amphitheatres were venues for public spectacles and entertainments like wild animal hunts. They were also used for gladiator fights and executions. Going to events like these was an important part of Roman life.



Evidence of a *pyrgus*, or 'dice tower' found at Richborough suggests that the Romans were trying to stop each other cheating at dice games.

ROMAN GODS AND THE SPREAD OF CHRISTIANITY

The Romans were **polytheistic**. When they conquered new places, they often combined gods already worshipped in the local area with similar Roman gods. At Richborough, archaeologists have found a statuette of Apollo, the Roman sun god, and a fragment of locally made ceramic showing a sun god. This could have been an aspect of Apollo or a separate god worshipped alongside him.

Although the Romans welcomed new gods, they weren't as accepting of **Christianity** to begin with. This was partly because Christians only worship one god. However, there were many Christians throughout the Empire even before Emperor Constantine converted to Christianity in AD 312. Christianity eventually became the Roman Empire's official religion in AD 325.

The **baptismal font** at Richborough dates from the late 4th century, showing that by this time Christianity had spread from the Middle East on one side of the Roman Empire to Britain on the other.



A statuette of the Roman sun god Apollo. Objects like this were often imported into Britain from elsewhere in the Roman Empire.

ATTACKS ON BRITANNIA AND THE END OF ROMAN RULE

Conflicts within the Roman Empire in the 3rd century led to big changes at Richborough. All the settlement's central buildings were demolished by AD 275 and replaced with the stone fort you can see today. By the end of the 4th century, Richborough was one of 11 shore forts defending Britain's south and east coasts from attacks on Britannia by **Saxon** raiders.



This reconstruction shows the fort as it may have looked in the 3rd century.

The end of Roman rule in Britain happened against a backdrop of **civil war** within the Roman Empire. Britannia had become a drain on the Empire's resources and by AD 410 the Roman occupation of Britain ended after nearly four hundred years. What happened at Richborough after this is uncertain, but by the medieval period only a small town and the docks remained. The Wantsum Channel had silted up and other nearby ports directly on the sea, like Sandwich, grew.

Over time, the ruins of Richborough began to attract **tourists** interested in the area's Roman history, including the Tudor **antiquary** John Leland who visited in 1540.

ARCHAEOLOGY AT RICHBOROUGH

Archaeologists and historians are still discovering more about Richborough's history. Although there was a small dig at the amphitheatre in 1849, most of the artefacts that have helped us understand Roman Richborough were found by JP Bushe-Foxe and his team of archaeologists and **miners** who dug the site between 1922 and 1938. Bushe-Foxe's careful and thorough approach meant that he found and recorded as much as possible. Over two thousand people came to visit the dig site as the excavations were coming to an end in 1938.



Archaeologists explored the amphitheatre at Richborough in 2021 to find out more about how the building was used.

In September 2021, archaeologists began to investigate the amphitheatre to find out what it may have looked like, how it was built and what happened after it was no longer used. The dig revealed fascinating finds including a **carcer** and an almost complete skeleton of a Roman cat. One of the most interesting finds was a Roman painted scene on plaster – one of the only surviving examples in Britain. After the three-month dig, the **trenches** the archaeologists were working in were carefully refilled.

RICHBOROUGH DURING THE WORLD WARS

A major temporary port was created to the east of Richborough during the First World War. Supplies were sent from here to the Western Front (France and Belgium).

During the Second World War, Richborough acted as a gateway once again. In 1939, it was the site of a **refugee** camp called 'Kitchener Camp'. According to one of the refugees who stayed at Richborough during the war, '5,000 Jewish men from Germany and Austria, and many of their families, owe their lives to this forgotten spot'. The Jewish refugees had fled Nazi **persecution** and sought safety in Britain.

In 1940 the British Army was preparing for the **Battle of Britain**. Soldiers dug trenches and built gun pits at Richborough to help in the fight against the German Air Force, the Luftwaffe. The army was aware of the historic importance of the site and soldiers were told to sift for Roman coins as they dug. Richborough was also used as a base to transport supplies to the front line.

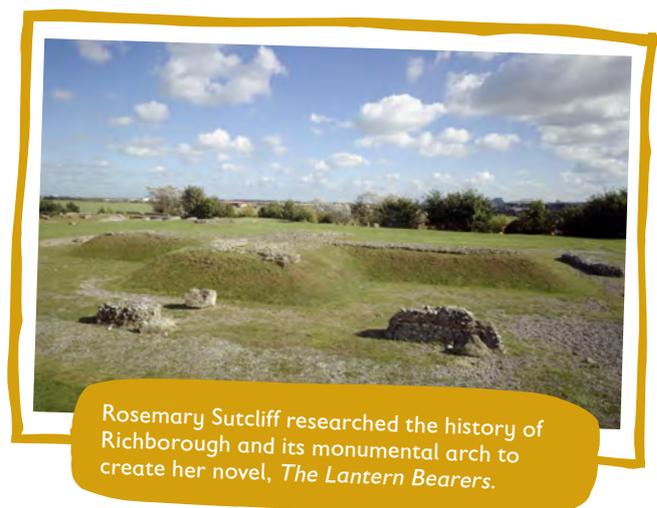


RICHBOROUGH IN LITERATURE

Rosemary Sutcliff (1920–92) was a writer who used the past as inspiration for some of her novels. She was educated at home rather than at a school because she had Still's disease, a form of **arthritis**. Rosemary's interest in history came from the books she read at home with her mother.

Rosemary's novel *The Lantern Bearers* (1959) won a Carnegie Medal. The story features a soldier at Richborough as the Romans are leaving Britain. To help her writing, Rosemary researched the fort and learned about its archaeology.

You can read an extract from *The Lantern Bearers* in Source 7 which includes a re-imagined description of the town's monumental arch as a Roman lighthouse (*Pharos*).



GLOSSARY

TRICKY TERMS AND
WHAT THEY MEAN

Below is a list of words you might come across while exploring Richborough Roman Fort and Amphitheatre. Use this Glossary to find out what they mean.

amphitheatre – in Roman times, an open-air venue which held spectacles and entertainments. These could include wild animal hunts, executions and gladiator fights.

amphora(e) – a tall Ancient Greek or Roman jar or jug with two long handles and a narrow neck for pouring. Amphorae were brought to Britain as a storage method (like plastic crates carrying food today). They usually carried wine or oil.

antiquary – a person who studies or collects antiques or antiquities

apodyterium – the changing room in the bath suite

archaeologist – a person who excavates (carefully digs) places and then studies artefacts and remains to work out what they can tell us about the time they are from

arthritis – a condition that causes pain and inflammation in a person's joints

auxiliary – soldiers who support a country's regular army. The Romans used auxiliaries who were not citizens of Rome to protect and expand their empire. They became citizens once they had finished 25 years' service in the army.



Archaeologists carried out excavations in 2021 to find out more about Richborough's amphitheatre.

baptismal font – a piece of furniture used in a church. They are usually bowl-shaped and filled with water that has been blessed by a priest. The water is used in baptisms, a ritual which welcomes a person into the Christian faith.

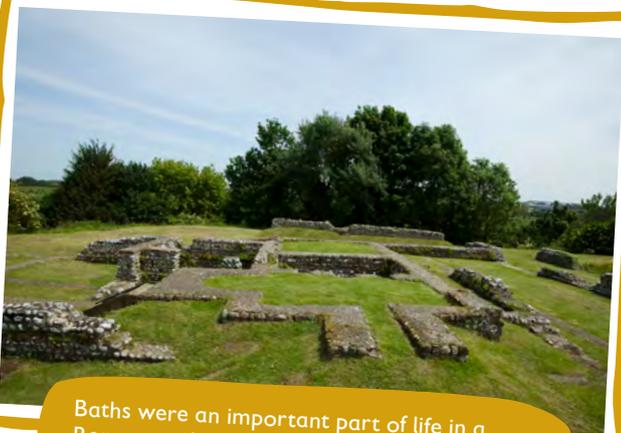


The baptismal font at Richborough is the only surviving part of the Roman Christian church which once stood at the fort.

Battle of Britain – a major military campaign in the Second World War, in which the Royal Air Force (RAF) and the Fleet Air Arm of the Royal Navy defended Britain from the German Air Force, the Luftwaffe

Brigantes – an Iron Age tribe living in the areas known today as Yorkshire, Lancashire, Northumberland and Durham

caldarium – a hot, steamy room in a Roman bath, which was next to a furnace



Baths were an important part of life in a Roman settlement. The bath remains you can see at Richborough date from the 3rd century.

carcer – a cell used to house gladiators or animals before fights

Catuvellauni – an Iron Age tribe living in the areas known today as Greater London, Essex, Bedfordshire, Buckinghamshire and Hertfordshire

Christianity – a religion based on the teachings of Jesus Christ

civil war – a conflict between people in the same country or empire

climate – weather conditions in a particular area over a period of time

conquer – to overcome, usually with military force

frigidarium – ‘unheated room’ in the bath suite

Iceni – an Iron Age tribe living in the areas known today as Norfolk, Suffolk and the Fenlands

Iron Age – a prehistoric period that followed the Bronze Age, when weapons and tools could be made of iron



Soldiers at Richborough were expected to build and maintain the settlement as well as fight.

Latin – the language used in the Roman Empire

Legion – a team of 3,000– 6,000 army men, including foot soldiers and cavalry (on horses)

mansio – a place in a Roman town where people could stay, like a small hotel

miner – someone who works in a mine to extract coal or other minerals

Mount Vesuvius – an active volcano on the west coast of Italy, near Naples. When the volcano erupted in AD 79, the Roman cities of Pompeii and Herculaneum were destroyed.

occupation – when an army or group of people moves into an area and takes control of it

persecution – treating someone with hostility and cruelty because of their race, political or religious beliefs, or race

polytheistic – believing in and worshipping more than one god. Before the spread of Christianity, the Romans believed in polytheism.

port – a town by the sea or on a river, which has a harbour

quadrifrons – in Roman architecture, a Latin term for a structure with four sides. This usually refers to a structure with arches.

ramparts – a defensive mound of earth or a stone wall

refugee – a person forced to leave their country to escape persecution, war or a natural disaster

Saxon – a tribe of Germanic people (originally from the country we now call Germany) who settled in England in large numbers after the Romans left in the 5th century

tepidarium – the warm room in a Roman bath suite

tourist – someone who is travelling for pleasure and visiting places of interest

trench(es) – a long narrow ditch



This reconstruction illustration by Simon Edwards shows the monumental arch at Richborough, an example of a Roman quadrifrons, as it may have looked in the 3rd century.

AD 41

Claudius becomes emperor.

AD 62

Boudicca, leader of the Iceni tribe, is defeated.

AD 83

The Romans are victorious in the Battle of Mons Graupius in modern-day Scotland.



AD 122

Emperor Hadrian visits England as part of a tour of the Roman Empire.

AD 122–8

Hadrian's Wall is built.



AD 1

AD 100

AD 43

Emperor Claudius's army arrives at Richborough. They begin building defences and move further inland.

AD 47–8

Construction begins on Roman Watling Street linking Richborough to other important settlements.

AD 70

Richborough has become a civilian port. Trade with the rest of the Roman Empire flourishes.

c.AD 81

A monumental arch is built at Richborough.

c.AD 120

The port town of Richborough reaches its largest size and the amphitheatre is built.

c.AD 125

The mansio complex is rebuilt.



1ST CENTURY

2ND CENTURY



ROMANS

AD 211

Britain is divided into two provinces. The south is known as Britannia Superior and London is its capital. The north is known as Britannia Inferior and its capital is York.

AD 258 and 260

The Rhine frontier of the Roman Empire is breached and Germanic tribes attack Gaul (France).

AD 306

Constantine becomes Roman emperor.

AD 313

The Edict of Milan allows religious freedom.



AD 325

Christianity becomes the official religion of the Roman Empire.

AD 200

AD 300

AD 250

The centre of the settlement at Richborough is replaced by a fort due to conflicts within the Empire and attacks on Britannia by Saxon and Frankish raiders.

AD 273

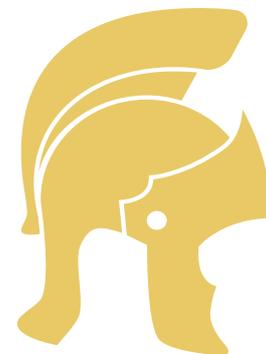
Another fort is built in stone. It is one of a chain of 11 shore forts defending the eastern and southern coasts of Britain from Saxon and Frankish raiders.

AD 360

A Roman general, Lupicinus, arrives with troops to campaign against the Picts and Scots in the north.

AD 367

Theodosius, Count of the Britons, lands with an army to put down invasions by the Picts, Scots, Saxons, Franks and Attacotti, known as the 'Great Barbarian Conspiracy'.



3RD CENTURY

4TH CENTURY

ROMAN BRITAIN

AD 43-410

ROMANS

AD 410

Britain leaves the Roman Empire.

AD 450

Britain is divided up into the Seven Kingdoms: Northumbria, Mercia, Anglia, Wessex, Essex, Sussex and Kent.

EARLY-MEDIEVAL BRITAIN

AD 410-1066

ANGLO-SAXONS, VIKINGS AND BRITONS

AD 595

Augustine is chosen by Pope Gregory to lead a mission to convert the English to Christianity.

AD 600

Anglo-Saxon Æthelberht of Kent is one of the most powerful kings in England.

AD 793

The first recorded Viking attack in England at Lindisfarne.

1066

William the Conqueror is victorious at the Battle of Hastings. The Norman Conquest of England begins.

AD 400

AD 500

AD 476

The Roman Empire declines; Richborough is gradually abandoned by the Romans and becomes an Anglo-Saxon religious site.

AD 597

St Augustine lands at Richborough to begin his mission to reconvert Britain to Christianity.



5TH CENTURY



6TH-11TH CENTURIES

PLANTAGENETS
1154–1485

TUDORS
1509–1603

1154

Henry II is crowned king of England.

1215

King John agrees to Magna Carta at Runnymede.



1538

France and Spain form an alliance against England.

1539–47

Henry VIII's government carry out a programme of building coastal defences called 'the Device by the King'.

1585

England, ruled by Elizabeth I (1558–1603), declares war on Spain.



1588

English ships defeat the Spanish Armada.

1100

1500

12th century

The original chapel dedicated to St Augustine is rebuilt.

1500s

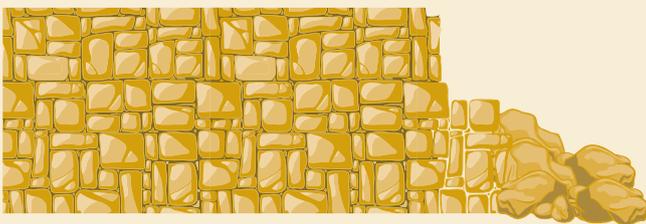
The Wantsum Channel silts up completely; the Isle of Thanet is no longer separated from the rest of Kent.

15th century

A part of the collapsed eastern wall of the fort is reused as a waterfront dock.

1540

John Leland, a Tudor antiquary, travels to Richborough and writes about his visit.



12TH–15TH CENTURIES

16TH CENTURY

GEORGIANS
1714-1837

VICTORIANS
1837-1901

WW1
1914-18

WW2
1939-45

1830-37

Reign of William IV.

1837-1901

Reign of Queen Victoria.



1910-36

Reign of George V.

20 January 1936 to 11 December 1936

Reign of Edward VIII. Edward abdicates the throne.

1936-52

Reign of George VI.



1800

1900

1848

An amphitheatre is found just outside of Richborough Roman Fort's walls.



1914-18

Richborough acts as a military port, sending men and equipment to the Western Front.

1922-38

JP Bushe-Foxe leads archaeological digs at Richborough.

1939

Richborough is used as a refugee camp for Jewish people fleeing Nazi-occupied Europe.



19TH CENTURY

20TH CENTURY

MODERN DAY

1952

Elizabeth II becomes queen.



2012

London hosts the Olympic Games, known officially as the XXX Olympiad.

2020

Britain leaves the European Union.

2022

Elizabeth II dies after 70 years as monarch. Charles III becomes king.

2000

1959

Rosemary Sutcliff publishes *The Lantern Bearers*, a novel set in Roman Richborough. It wins the Carnegie Medal.

1984

Richborough Roman Fort and Amphitheatre is passed into the care of English Heritage.

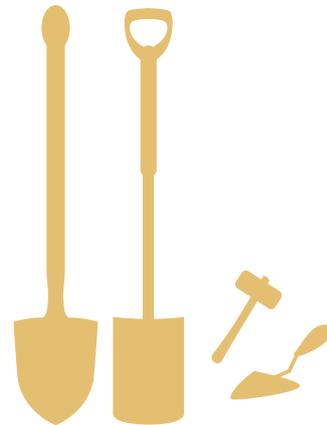


2021

Archaeologists carry out a dig at Richborough's amphitheatre to find out more about the site.

2022–3

A Claudian gateway is reconstructed at Richborough.



20TH CENTURY

21ST CENTURY

SELF-LED ACTIVITY

THE ROMANS ARE COMING?



Recommended for

KS2–3 (History, English, Drama)

Learning objectives

- Understand why the Romans wanted to invade Britain.
- Consider the arguments for and against conquering Britain in AD 43 and show understanding through persuasive speech writing.
- Develop evaluation and public speaking skills.

Time to complete

Approx. 60 mins



This reconstruction shows the timber and earthwork defences built by the Romans after they arrived at Richborough.

SUMMARY

This activity encourages students to consider the arguments for and against Claudius’s successful invasion in AD 43, and develop their persuasive writing and public speaking skills. As a class, read the Historical Information on pages 6-13 which briefly summarises Britain before the Romans arrived and Claudius invaded. Older students can also search our website for an article called ‘The Roman Invasion of Britain’ to find out more about the Romans’ invasion attempts. Allow students time to identify key arguments for and against a Roman invasion of Britain in AD 43 using the Historical Information. Students can use the planning sheet (page 24) to record and organise their ideas before drafting a short persuasive speech outlining their arguments. Split the class into ‘for’ and ‘against’ to ensure that you have an equal number arguing for each side.

STIRRING SPEECHES SUCCESS CRITERIA

Speeches should be no longer than two minutes when read aloud and use key persuasive writing techniques:

- Use of historical information, techniques (for example, rule of three, repetition, alliteration, rhetorical questions), projection and clarity.

(Introduce a selection of key persuasive writing techniques before students draft their speeches.)

Pair up ‘for’ students with those ‘against’. Students should use our ‘Successful Speech’ sheet on page 26 to make notes and evaluate each other’s speeches using our success criteria. Then, invite them to discuss how effective their arguments were and how many techniques they used.

Come together to discuss what worked well and how students could have made stronger arguments.

MORE LEARNING IDEAS

Encourage students to practise delivering their speeches using hand gestures, voice projection and emphasis to strengthen their arguments.

PLANNING A SPEECH



Public speaking was considered an art in Ancient Rome and many boys were taught public speaking skills at school.

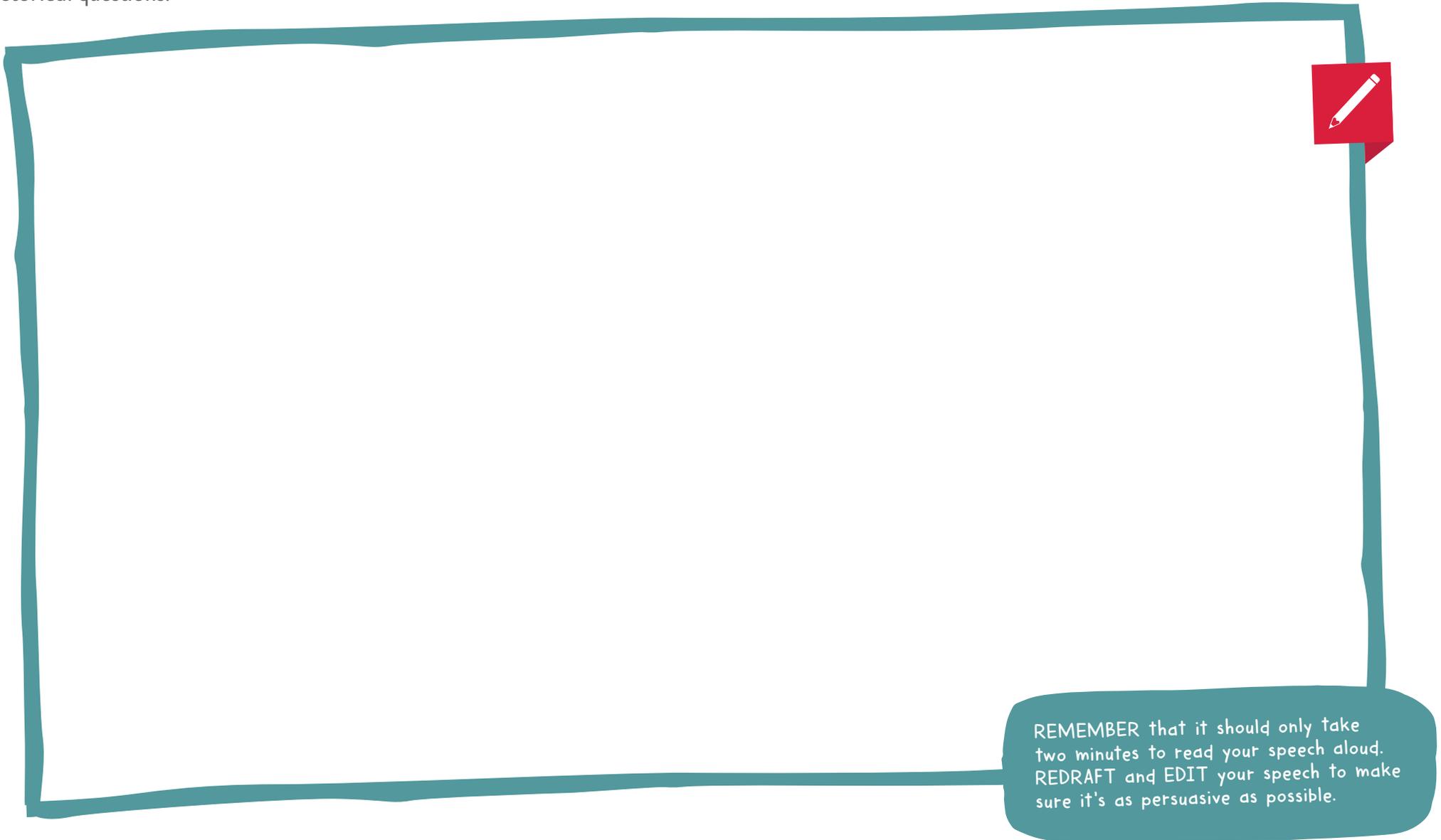
Use the table below to record and organise arguments you could use in a speech either for or against Claudius's invasion of Britain.

Rank how persuasive you think your arguments are using a scale of 1–4 (1 is most persuasive) in the last column. This will help you order your speech.

FOR	AGAINST	HOW PERSUASIVE?
Claudius needs an opportunity to prove himself as a leader.	Claudius seems like a weak leader.	

Draft a short speech based on either your 'for' or 'against' arguments in this box.

Remember to include persuasive techniques like the rule of three, repetition, alliteration and rhetorical questions.



REMEMBER that it should only take two minutes to read your speech aloud. REDRAFT and EDIT your speech to make sure it's as persuasive as possible.

A SUCCESSFUL SPEECH



Use this sheet to help you **evaluate** your partner's speech.

Listen carefully and make notes so that you can tell your partner what you thought worked well and what they could do to improve their work.

TECHNIQUE	WAS IT USED? (Make a tally showing each time a technique is used)	A STANDOUT EXAMPLE
Use of historical information		
Persuasive techniques (For example, repetition, rule of three, alliteration, rhetorical questions)		
Projection and clarity		

I thought this speech was good because

.....

.....

.....

One thing that could be improved is

.....

.....

.....



SELF-LED ACTIVITY

GATEWAY TO EMPIRE



KS2

KS3

Recommended for

KS2–3 (History, Geography)

Learning objectives

- Explore how Richborough was connected to the wider Roman Empire.
- Understand the importance of transport and trade across the Empire.
- Develop map-reading skills.

Time to complete

Approx. 60 mins



This reconstruction by Peter Lorimer shows Richborough around AD 120 when the settlement was at its largest.

SUMMARY

Richborough was a major point of connection between the Roman province of Britannia and the rest of the Roman Empire. This activity highlights the extent of these connections, encouraging students to consider who was travelling across the Empire and how, as well as developing their map-reading skills.

SUGGESTED APPROACH

- Read the Historical Information on pages 6–13 as a class to establish the importance of Richborough as a link between Britannia and the rest of the Roman Empire.
- Discuss who was travelling through Richborough based on the information students have found out. Answers may include military personnel, government officials, messengers and merchants.
- Introduce the idea that Roman travellers could access many major Roman settlements via Watling Street which began at Richborough. Sea connections between Richborough and Gaul (modern-day France) opened routes across the rest of the Empire.
- Share Stanford University's map of the Roman world (ORBIS) with students.
- Set Richborough (Rutupiae) as your starting point and ask students to explore the map, using the activity sheet on page 28 to guide them. Answers are in the Teachers' Notes on page 29. You may find comparing locations on the Roman Empire map with a modern online map or atlas useful.

MORE LEARNING IDEAS

Ask students to research Roman travel further and use the online map and their findings to create short stories from the perspective of someone travelling through Richborough for the first time. They could be a Briton experiencing Roman buildings for the first time or a Roman citizen from elsewhere in the Empire.

GATEWAY TO EMPIRE



The Roman Empire connected Britain with Europe, the Middle East and North Africa. People could travel in safety and communicate using Latin as a shared language. Richborough (Rutupiae) was the main route in and out of Britain for around four hundred years.



Use Stanford University's online interactive map of the Roman world and a modern online map of the UK or an atlas to answer the following questions:

1 Which Roman city is closest to your school?
Is it north, south, east or west of your school?

2 Find these cities on the Roman online map. What do we call these today?
TIP: You might find it helpful to compare the town names on the Roman map with a modern map.

A. Roman city: Londinium
Modern name:

B. Roman city: Eburacum
Modern name:

C. Roman city: Camulodunum
Modern name:

3 According to the Roman online map, which major Roman city is furthest away from Richborough?
Which direction is it in (north, south, east or west)?
.....

How long is the route in kilometres (km) and how many days would it take to reach Richborough from this city on foot

A. in the spring?

B. in the summer?

C. in the autumn?

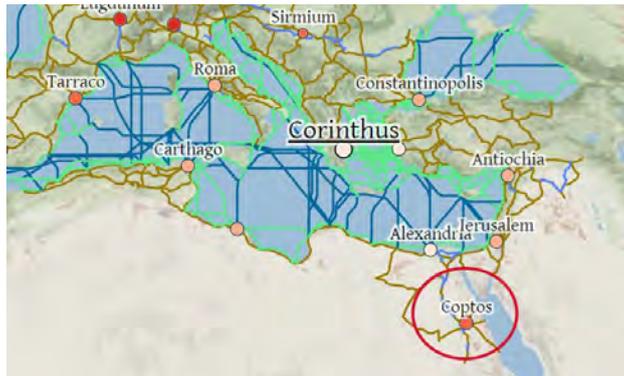
D. in the winter?

GATEWAY TO EMPIRE

TEACHERS' NOTES

ANSWERS TO STUDENT ACTIVITY SHEET

1. This answer will be dependent on your location.
2. The modern names for the Roman cities listed are:
 - A. London
 - B. York
 - C. Colchester
3. The major Roman city furthest away from Richborough is **Coptos (modern-day Qift in Egypt)**.



It is between **4,803km** and **4,806km** away from Richborough depending on the route taken. The route was dependent on the time of year a journey was made.

- A. In the spring the route would be **4,803km** and it would take **66** days on foot.
- B. In the summer the route would be **4,805km** and it would take **55** days on foot.
- C. In the autumn the route would be **4,803km** and it would take **53** days on foot.
- D. In the winter the route would be **4,806km** and it would take **74** days on foot.

Travelling by road would often take longer than travelling by sea.

Students can also use the online Roman map to discover how much these journeys would cost. Travelling in the summer was easier and so cost less than travelling in the winter.



AT THE FORT AND AMPHITHEATRE

Activities for students to do at Richborough Roman Fort and Amphitheatre to help them get the most out of their learning.

TOP THINGS TO SEE

EXPLORE RICHBOROUGH ROMAN FORT AND AMPHITHEATRE

See if you can find all of these things and complete each challenge. KS1 students can use the tick list on page 36 while their teacher guides them around. KS2-3 students may want to lead their own learning in small groups, supervised by an adult.

Can't find your way?
Use the map on page 37 to help.



1 CLAUDIAN DITCHES

Roman soldiers were expected to build and maintain settlements as well as fight. When Claudius's army landed at Richborough in AD 43 they quickly built ditches and walls to defend their camp against attack.

WHERE IS IT? Left side of the fort (from the museum), in front of the west gate.

DID YOU FIND IT?



DID YOU KNOW?

Although Richborough is 3km inland today, when Claudius's army arrived it was on the coast. The settlement faced onto the Wantsum Channel – a sheltered place where the Romans could anchor their ships.



CHALLENGE TIME!

Imagine that you are a Roman soldier who has just arrived on the south coast of England before the fort was built at Richborough. What might you see/hear/smell as you arrive ashore?



2 WEST GATE

The west gate was the main landside entrance to the fort. It had a tower on either side with rooms above the gate. You can still see the foundation stones of one of the towers.



DID YOU KNOW?



Richborough was the gateway between Britannia and the rest of the Roman Empire. Roman Watling Street began at the west gate, connecting the fort with London (Londinium) and other major Roman cities like Wroxeter (Viriconium).

CHALLENGE TIME!



Walk between the foundation stones of the west gate taking long strides. Count your strides to estimate how wide the gate was (one long stride is about 1 metre).

WHERE IS IT?
On the western wall of the fort.

DID YOU FIND IT?



3 2ND-CENTURY SHOP

Richborough developed into a civilian settlement (non-military) from about AD 70. This excavated shop from the 2nd century shows the outline of a narrow, single-storey building with a shop at the front and a living area at the back.

WHERE IS IT?
Beyond the triple ditches (3rd century), on the left as you face the fort's northern wall.

DID YOU FIND IT?

DID YOU KNOW?



Shops like this were open at the front and had a roofed veranda to provide shelter for customers. This shop was demolished, and its foundations were cut through in the mid 3rd century to create new defensive ditches.

CHALLENGE TIME!



Latin was used as a common language in Richborough. **Role play** a Roman shop worker and **practise** greeting people coming into the shop. 'Salve' (sal-VAY) is Latin for 'hello'.



4 MONUMENTAL ARCH BASE

Arches were important symbols in the Roman Empire. The monumental arch at Richborough was built around AD 81, possibly on the orders of Emperor Domitian. It was 25 metres tall and towered over the town, showing how powerful the Roman Empire was.



DID YOU KNOW?



The arch was built with expensive white marble from Italy and had sculptures and inscriptions. It aligned with Watling Street and symbolised Richborough's importance as the gateway to Britain (*accessus Britanniae*).

CHALLENGE TIME!



There may have been bronze sea-themed sculptures on top of Richborough's arch. **Sketch** your own arch sculpture inspired by the sea somewhere on this page or on another sheet of paper.

WHERE IS IT?
Centre of the fort.

DID YOU FIND IT?



5 BATH HOUSE AND MANSIO

This small bath house was part of the 3rd-century shore fort. It was built using the remains of an earlier mansio, or inn. The mansio provided somewhere for officials to stay and pick up fresh horses, as well as accommodation for other travellers.

WHERE IS IT?
North-eastern corner of the fort.

DID YOU FIND IT?

DID YOU KNOW?



The bath house had three main rooms: a changing room (apodyterium) with a cold plunge-bath, a warm room (tepidarium) and a hot room (caldarium). The tepidarium and caldarium had an underfloor heating system.

CHALLENGE TIME!



Role play getting changed in the apodyterium, working up a sweat in the caldarium and using the plunge pool in the tepidarium.



6 BAPTISMAL FONT

Christianity spread from the Middle East and eventually became the official religion of the Roman Empire in AD 325. This small hexagonal font is the only surviving part of a Roman Christian church at Richborough.

WHERE IS IT?
North-western corner of the fort.

DID YOU FIND IT?

DID YOU KNOW?



The Roman Christian church at Richborough might have been a simple wooden building.

CHALLENGE TIME!



Look closely at the font and **identify** the materials used to build it. What is the orange-coloured material you can see?

7 SEAL BOXES

These boxes were used to seal the strings or ties around objects being transported across the Roman Empire. Inside the small box was wax stamped with the sender's symbol to make a seal. The seal boxes on display date from the early days of the settlement at Richborough (AD 43–70).



DID YOU KNOW?



None of the seal boxes found at Richborough are British. This suggests that people were bringing or sending items across the Roman Empire including important documents, money pouches and special packages.

CHALLENGE TIME!



Design your own seal box and discuss your choice of symbol with a partner. You could make a quick sketch now and develop your ideas back in the classroom.

WHERE IS IT?
Museum.

DID YOU FIND IT?





8 APOLLO STATUETTE

This small statue shows the Roman sun god Apollo. It was imported into Britain from elsewhere in the Roman Empire.

DID YOU KNOW?



The Romans used small statues like this to create shrines to gods in their homes. They could worship at home and make offerings to ensure good fortune or ask for help.

CHALLENGE TIME!



Find another example of a Roman god on display in the museum. **Share** the god you have found, their role and what you could ask them to help you with.

WHERE IS IT?
Museum.

DID YOU FIND IT?

9 ROMAN CERAMICS

The Romans used specific kinds of ceramic vessels for cooking and storage. After the Roman invasion, potters arrived from other places in the Roman Empire (like Gaul) and British potters started making Roman-style ceramics to meet demand.



DID YOU KNOW?



Although ceramics were made in Britain, the Romans imported a lot from Gaul (France) and Germania (Germany) during the 1st and 2nd centuries AD.

CHALLENGE TIME!



Search for an example of a ceramic object that was brought to Britain. **Find** one similarity and one difference between ceramics made in Gaul and Germania and those made in Britain.

WHERE IS IT?
Museum.

DID YOU FIND IT?



TOP THINGS TO SEE

EXPLORE RICHBOROUGH ROMAN FORT

See if you can find all these things.
Tick each one off as you find it.



1 CLAUDIAN DITCHES

Alignment with west gate



2 WEST GATE

Foundation stones



3 2ND-CENTURY SHOPS

Living area



4 MONUMENTAL ARCH BASE

Gravel showing foundations



5 BATH HOUSE AND MANSIO

Hypocaust (heating system)



6 BAPTISMAL FONT

Tiles



7 SEAL BOXES

Roman seals



8 APOLLO STATUETTE

Other Roman gods



9 ROMAN CERAMICS

British ceramics



RICHBOROUGH ROMAN FORT TOP THINGS TO SEE MAP



AROUND THE FORT

- 1** CLAUDIAN DITCHES
- 2** WEST GATE
- 3** 2ND-CENTURY SHOPS
- 4** MONUMENTAL ARCH BASE
- 5** BATH HOUSE AND MANSIO
- 6** BAPTISMAL FONT

IN THE MUSEUM

- 7** SEAL BOXES
- 8** APOLLO STATUETTE
- 9** ROMAN CERAMICS



SELF-LED ACTIVITY

HANDLING COLLECTION



KS2

Recommended for

KS2 (History)

Learning objectives

- Use objects to learn more about everyday life in Roman Richborough.
- Make judgements about the construction, use and function of objects through close observation.
- Explore the origins of Roman objects and understand that goods and people travelled widely within the Roman Empire.

Time to complete

Approx. 30 mins



The handling collection has been designed to introduce students to daily life in Roman Richborough and includes this cosmetic grinder.

SUMMARY

This activity encourages students to develop their observation skills by investigating objects to discover more about life in Roman Richborough. We've made suggestions for how to use the handling collection and supporting information with your group in the Teachers' Notes on page 39.

BOOKING AND USING THE RESOURCE

To ensure that the handling collection is available on the day of your visit, please book the resource as part of your visit booking.

When you arrive at Richborough, the group leader should check in with staff in the shop. They will welcome you to Richborough and direct you to the handling collection. Please use the collection within the learning space and replace all the objects and supporting information when you have finished so it's ready for the next group.

There is enough room in the learning space for 15 students to explore the handling collection comfortably. For larger groups, we suggest 15 students start with the handling collection while the rest discover the outside areas of the fort. They can use the other on-site activities in this kit to support their exploration before swapping over.

MORE LEARNING IDEAS

Back in the classroom, students could consider the kind of evidence that survives from Roman Britain. What characteristics do the objects that they handled have? What materials are they made from? How has this helped them to survive?

HANDLING COLLECTION

TEACHERS' NOTES

WHAT'S INCLUDED IN THE HANDLING COLLECTION?

There are six objects in this handling collection:

- Hairpins (two bone and one bronze, plus a piece of unworked bone), coins, oyster shells, Samian ware, pot fragment with a chi-rho, cosmetic grinder.

Each has a prompt card with information about the object on one side (date, use, materials) and questions to help students explore the object on the other.

SUGGESTED APPROACH FOR EXPLORING THE OBJECTS

Depending on how much students have already learned about this period, you may wish to refer to the Historical Information in this kit (pages 6–13) to provide extra context for the objects in this handling collection.

We suggest that you assign each object to a small group of two to three students. They will work together to investigate their object.

You may choose to ask students to work through the question side of the card first so they can make their own assessments about what the objects are and how they were used. You could then reveal the object information on the other side of the card to allow for comparison between students' assessments and the object's historical information. Remind students that the focus of this activity is to ask good questions and make assessments based on what they can see – just like archaeologists and historians. They shouldn't worry about getting the right answer straight away.

Allow time for students to share their object and observations with the wider group. This will ensure that all students have the chance to find out about all the objects. There are further prompts on the object information side of the cards. These encourage students to consider modern comparisons to the object they have been studying and how far their object travelled across the Roman Empire to reach Richborough. There are laminated maps in the handling collection to support this.

SELF-LED ACTIVITY

CONQUERING BRITAIN



Recommended for

KS2–3 (History, Geography)

Learning objectives

- Develop an understanding of Richborough's military origins and the beginning of the Roman conquest of Britain.
- Understand how the landscape at Richborough reflects the Roman army's needs at the beginning of the conquest.
- Analyse the strengths and weaknesses of the defences at Richborough Roman Fort.

Time to complete

Approx. 30 mins



This illustration shows a Roman legionary.

SUMMARY

Richborough was the first place the Romans landed when they conquered Britain in AD 43. From AD 250, Richborough was under threat of attack from other parts of the Empire and then later from Saxon raiders from Europe. These events influenced changes to the fortifications at Richborough.

Students will explore the effectiveness of the Claudian defences at Richborough and take on the roles of Roman soldiers and potential attackers at the fort. They will also consider how the fort changed over time.

ROMANS VS ATTACKERS

Gather your group inside the west gate and remind everyone of Richborough's importance as an early landing site for the Romans.

Explain that Roman soldiers were also expected to build and maintain fortifications and that the Romans spoke Latin, the official language used throughout the Roman Empire.

Get into character by introducing some key instructions in Latin and related actions. We've suggested some words and actions below but you can choose your own.

State! (STAH-tay!) – Attention! [Stand up straight, holding a shield]

Consistite! (con-ceive-TEE-tay) – Halt! [Stand still]

Fodite! (FO-di-tay!) – Dig! [Dig with a shovel]

Construite! (con-STREW-eat!) – Build!/Construct! [Lay bricks to build a wall]

Use the Teachers' Notes on pages 41–42 to facilitate a reconnaissance mission at the fort and better understand how effective the wall and ditch defences at Richborough were.

MORE LEARNING IDEAS

Explore the reconstructed Claudian gateway at the fort to better understand the Romans' early timber constructions at Richborough.

CONQUERING BRITAIN

TEACHERS' NOTES

ROMAN SOLDIERS AT RICHBOROUGH

Explain that the Roman army was very well trained and disciplined. This was to maintain order and ensure that the army was as effective as possible. The Roman army was much better coordinated and trained than British tribes or other attacking forces.

Depending on the age and ability of your group, you may also wish to introduce some examples of Latin marching orders for students to respond to.

(We encourage students to get into character but please be aware of other visitors around the site if you're making loud noises.)

Procedite attente (pro-keh-DEE-tay ah-TEN-tay!) – Move – March!

Ad dextram clina! (ahd DEX-tram CLEAN-ah!) – Right face! [Or right turn if marching]

Ad sinistrum clina! (ahd see-NIECE-tram CLEAN-ah!) – Left face! [Or left turn if marching]

You could also introduce some Latin vocabulary describing the fort's features:

Fossa (phwar-SAR) – Trench or ditch

Murus (MUH-roos) – Wall

RECONNAISSANCE MISSION STEPS

1. Guide your group towards the ditch marked in red on the site plan for Richborough Roman Fort (page 5).
2. Divide the group in half and assign supervising adults to each group. One group will be Romans inside the fort's boundaries. The other will be planning how they would attack from outside.
3. The Romans inside Richborough should arrange themselves along the ditch. They must decide on an arrangement that they think would best protect the town and consider how their ditches and walls would help them defend against attackers.
4. Direct the attacker group to the area beyond the ditch. They will be trying to assess how they would cross it and gain access to the town. Ask the attackers to look at the defences (walls and ditches) across from them and discuss how they would plan an attack on the fort.
5. The attackers may need to rethink their approach as they see the Romans arranging themselves along the ditch. Can they see any way that they would be able to get across without being stopped by the Roman soldiers or the fort's defences? Consider the weapons that both sides had too. British tribes used iron swords and daggers as well as spears and shields. The Romans had swords, spears, shields and body armour including helmets.

CONQUERING BRITAIN

TEACHERS' NOTES

6. Encourage students to put on their best battle faces to scare their opponents on the opposite side of the ditch.* The Romans might want to show off their training by demonstrating some marching orders to intimidate the attackers.

*Please do not encourage students to go into the ditches – the ground is steep and uneven, and adders may be present in long grass.

7. Bring the group back together. Ask the attackers how they think they could have accessed the fort from the outside. Ask the Romans how they, and their defences would have effectively defended the fort. Were the Roman defensive features effective against attackers? Why?

[Answer – Very effective! The first defensive barrier at Richborough had two deep parallel V-shaped ditches with a rampart facing out to sea. It ran for at least 650 metres north – south in line with the coast. These defences protected the area where the Romans landed including their ships, troops and supplies.]

8. What other features can students see that added to the town's defences? They may notice the later ditches and walls – the dates for these are on the site map. The teal lines on the site plan show the ditches and defences created to protect Richborough against Saxon invaders in the 270s. More information about this period in Richborough's history can be found in the Historical Information in this kit.

SELF-LED ACTIVITY

WELCOME TO RUTUPIAE



KS2

Recommended for

KS2 (History, Geography)

Learning objectives

- Discover the range of people living and working in Richborough (Rutupiae) during the Roman period.
- Understand that people and goods travelled vast distances across the Roman Empire to reach Roman Richborough.

Time to complete

Approx. 25 mins



Character cards will help students explore the fort and discover more about daily life in Richborough.

SUMMARY

In this activity, students will follow characters living and working in Richborough (Rutupiae) and complete short missions to better understand their roles within the settlement.

SUGGESTED APPROACH

Print and cut out the character cards on pages 46–48 and the cart outline on page 45 before your visit.

At the fort, introduce the idea that people and goods came to Richborough from across the Roman Empire. Many different people interacted with each other and many different languages were spoken here.

Set the scene for your students - they have just arrived at Richborough from Gaul and are here to rest before travelling on to other Roman settlements in Britain. They are meeting some friends later and would like to gather some gifts for them.

Divide students into small groups of four or five and assign a folded character card to each group. Students will find characters' locations within the fort and undertake a challenge once they're there to earn a reward (on the reverse of the card). If you have time, encourage groups to swap cards so that students can explore the fort and engage with more than one character.

To end, students will match the objects they've collected to the outlines in the cart image on page 45 as they discuss what they've discovered about the characters they've been following.

MORE LEARNING IDEAS

When students have completed this activity, they could explore the museum to find objects related to their characters (for example, a traveller could find a coin from another part of the Roman Empire).

WELCOME TO RUTUPIAE CHARACTER DESTINATION MAP

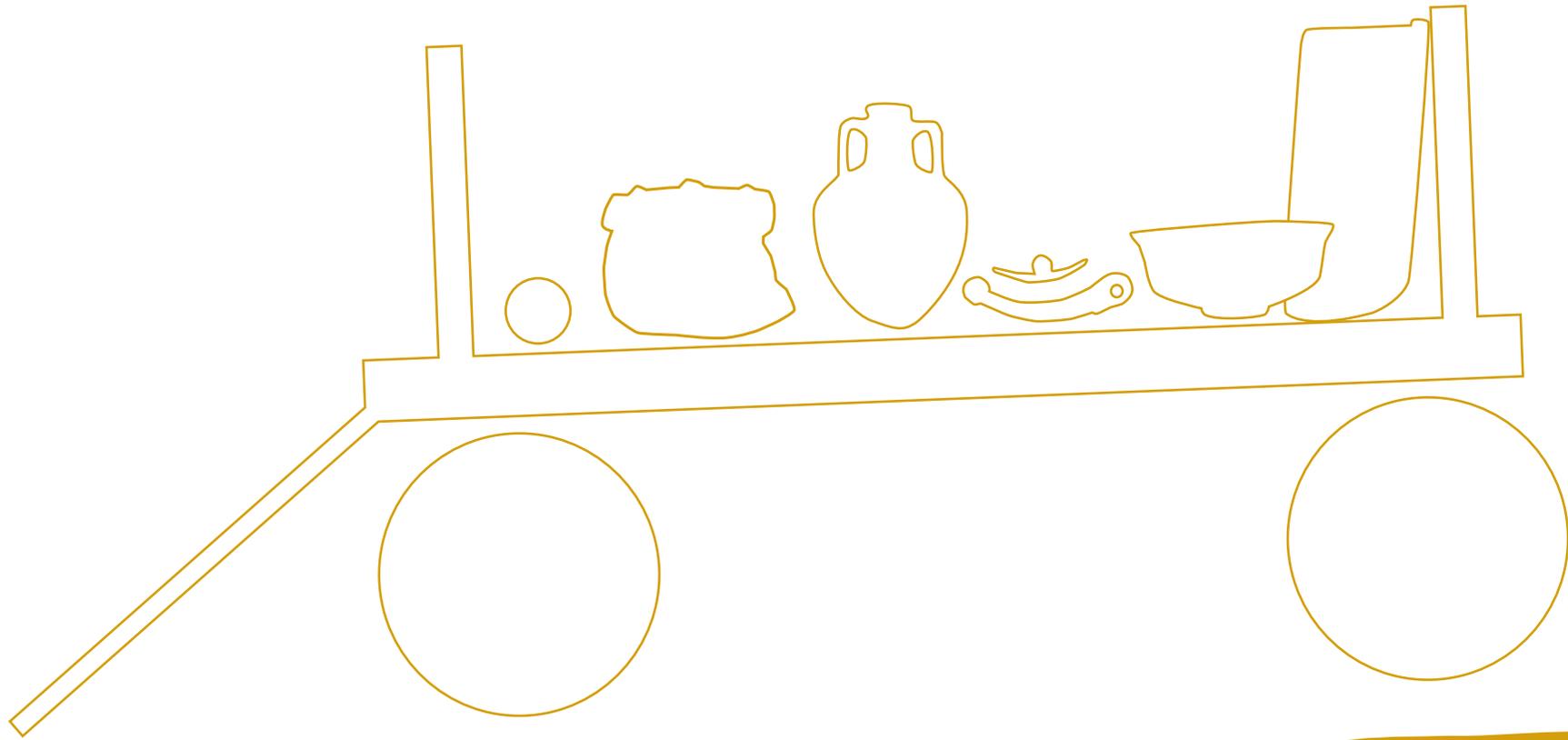


- | | |
|---------------------------------------|--|
| 1 START – SOUTH GATE | 5 2ND-CENTURY SHOPS SHOP WORKER |
| 2 WEST GATE (CART DRIVER) | 6 GRANARIES (FARMER) |
| 3 CLAUDIAN DITCHES (SOLDIER) | 7 MONUMENTAL ARCH (TRAVELLER) |
| 4 MANSIO (GOVERNMENT OFFICIAL) | |

Remind students to take care when moving around the fort during this activity. They should walk around the ditches rather than enter them and look out for uneven surfaces.



YOUR CART



COLLECT rewards for helping characters around the fort. MATCH your six rewards to the outlines in your cart.



CART DRIVER



I'm driving my cart to the west gate to start a long journey.

Walk to the west gate.

DID YOU KNOW?



Watling Street began here. I'm transporting goods along the road to Londinium.

CHALLENGE TIME!



Create your own cart using your bodies or your hands. It needs: moving wheels, storage space and a connection to your horse.

FOLD



WELL DONE!

You've been given an amphora of olive oil as a reward. Olive oil was imported into Britain from elsewhere in the Roman Empire.

Walk back to the south gate to **rejoin** your group.



FARMER



I'm taking my grain to the granaries inside the fort.

Walk over to the granaries.

DID YOU KNOW?



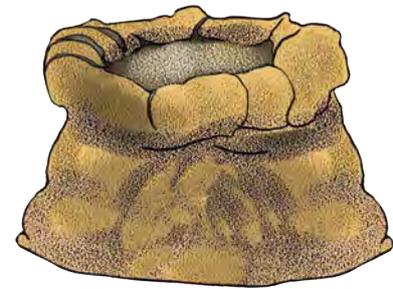
This is where the Romans stored important crops like wheat for making bread. Granaries were often raised off the ground.

CHALLENGE TIME!



Role play how you would help unload and store the farmer's grain. **Remember** to work as a team.

FOLD



WELL DONE!

You've been given a bag of grain as a reward! Granaries were raised to protect grain and other foods from being eaten by mice and other animals.

Walk back to the south gate to **rejoin** your group.





GOVERNMENT OFFICIAL



I've arrived in Richborough by boat and am looking for a place to stay.

Walk to the mansio.

DID YOU KNOW?



The Romans used coins to buy good and services like a stay at the mansio.

1 gold aureus coin = 25 silver denarii

1 silver denarii = 10 bronze asses

CHALLENGE TIME!



Calculate how many silver denarii the official could exchange 4 gold aureus coins for. How many bronze asses could he exchange for these denarii?

FOLD



WELL DONE!

You've been given a gold aureus as a reward! Coins like this were minted (made) across the Roman Empire.

Walk back to the south gate to **rejoin** your group.



TRAVELLER



I'm new to Richborough and have lost my way. My family are waiting by the arch.

Walk to the monumental arch base.

DID YOU KNOW?



Latin was a common language in Richborough where people spoke different languages from across Britain and Gaul (modern-day France) and beyond.

CHALLENGE TIME!



Practise introducing yourself to the traveller's family.

Salve (sal-VAY) – Hello

Meum nomen est (may-UM nommen est) ... – My name is ...

FOLD



WELL DONE!

You've been given a cosmetic grinder as a reward! The Romans ground up minerals and precious stones from places like modern-day Afghanistan to make eyeshadow.

Walk back to the south gate to **rejoin** your group.





SOLDIER



I'm going to patrol the fort's defences.

Walk to the Claudian ditches.

DID YOU KNOW?



These ditches were the first defences dug by the soldiers who landed at Richborough in AD 43.

CHALLENGE TIME!



Practise Roman marching orders:

Surgite! (soor-GEE-tay) – Stand!

Gladius stringite! (gla-DEE-owes streen-GEE-tay) – Draw swords!

FOLD



WELL DONE!

You've been given a shield as a reward! These were carried by Roman soldiers to protect them from attack.

Walk back to the south gate to **rejoin** your group.



SHOP WORKER



I work in a shop. I live at the back and sell pots from the front.

Walk to the 2nd-century shops.

DID YOU KNOW?



Shops inside the fort sold food and objects from Britain and across the Roman Empire, including ceramics.

CHALLENGE TIME!



Role play using a potter's wheel to create your own pot. **Place** a lump of clay in the centre of your wheel and **imagine** it spinning as you shape the clay using your hands. **Describe** your design to a partner.

FOLD



WELL DONE!

You've been given a Samian ware pot as a reward! The Romans imported these red glossy pots from Gaul (modern-day France).

Walk back to the south gate to **rejoin** your group.





POST-VISIT

Information and activities to help you extend your students' learning back in the classroom.

SOURCES

PEER INTO THE PAST

A historical source is something that tells us about life in the past, such as a document, a picture or an object. It may be a primary source, from the time, or a secondary source, created later. Our experts have chosen these sources to help you learn about Richborough Roman Fort and Amphitheatre's history.

SOURCE 1

STRIGIL

Like most Roman settlements, Richborough had a bath house. Most people in Roman Britain didn't have bathing facilities at home so they would go to the bath house to wash. It could also be a place where people met and did business. This strigil was used to scrape dirt from the skin. It could also be used to scrape off oil used by Romans as part of their bathing process.



SOURCE 2

GAME BOARD

The Romans enjoyed gambling and playing board games. Game boards were often scratched onto stones or floors. Most examples we know about are made of stone or pottery, but this chequered board found at Richborough was scratched into Italian marble taken from the monumental arch after it was demolished around AD 275.



SOURCE 3

MARBLE DECORATION FRAGMENTS

The monumental arch at Richborough was an important symbol of the power and authority of the Roman Empire. It marked the town as the gateway between the province of Britannia and the rest of the Empire. These fragments are some of the only surviving pieces of the monumental arch's decoration. The white Carrara marble used to clad the monumental arch came from the imperial quarries in modern-day Italy.



SOURCE 4

'... No one today has greater knowledge where Food's concerned: at first bite he could tell if the oysters Came from Circeii, the Lucrine Lake, or the Kentish Coast By Richborough, or at a glance, a sea-urchin's native shore.'

This is a translation by AS Kline of part of a poem by Juvenal in his work called *The Satires*. Juvenal was a Roman poet who wrote satirical poetry in the late first century and early second century CE. Juvenal is still well known for his wit and the way that he poked fun at life in Rome through his poetry.



SOURCE 5



A reconstruction drawing by Simon Edwards of the monumental arch at Richborough. The arch was built in AD 85, possibly on the orders of the Roman emperor Domitian.



SOURCE 6



A brass plaque on the Barbican in Sandwich, near to Richborough Roman Fort, commemorating the Kitchener Camp. This was a temporary camp set up at Richborough during the Second World War to receive Jewish refugees fleeing from Nazi persecution.

SOURCE 7

‘... Aquila... hurried down the stairway and across the parade-ground below the Pharos. The vast plinth, long as an eighty-oared galley and three times the height of a man, rose like an island in the empty space ... A few shreds of marble facings, a few cracked marble columns upholding the roof of the covered ways for the fuel-carts, remained of the proud days, the days when it had stood shining in wrought bronze and worked marble here at the gateway to Britain, for a triumphal memorial to Rome’s conquest of the province. But they had used most of the broken marble for rubble when they built the great walls to keep the Saxons out.’

An extract from page 14 of Rosemary Sutcliff’s novel *The Lantern Bearers* (1959) describing the ruins of the monumental arch at Richborough. Rosemary researched the history of Richborough Roman Fort and used what she found as inspiration for a story set at the end of Roman rule.

SOURCE 8



A photograph taken during the archaeological dig at Richborough's amphitheatre in 2021. During the dig, archaeologists discovered and recorded many new finds, including a carcer (cell for holding people and animals), an almost complete cat skeleton and traces of painted plaster decoration on the arena wall.

SOURCE 9



A photograph taken during the archaeological dig at Richborough's amphitheatre in 2021. In this image, experts in high-visibility clothing and plastic helmets are shown cleaning the rare painted scenes on wall plaster found during the excavations.

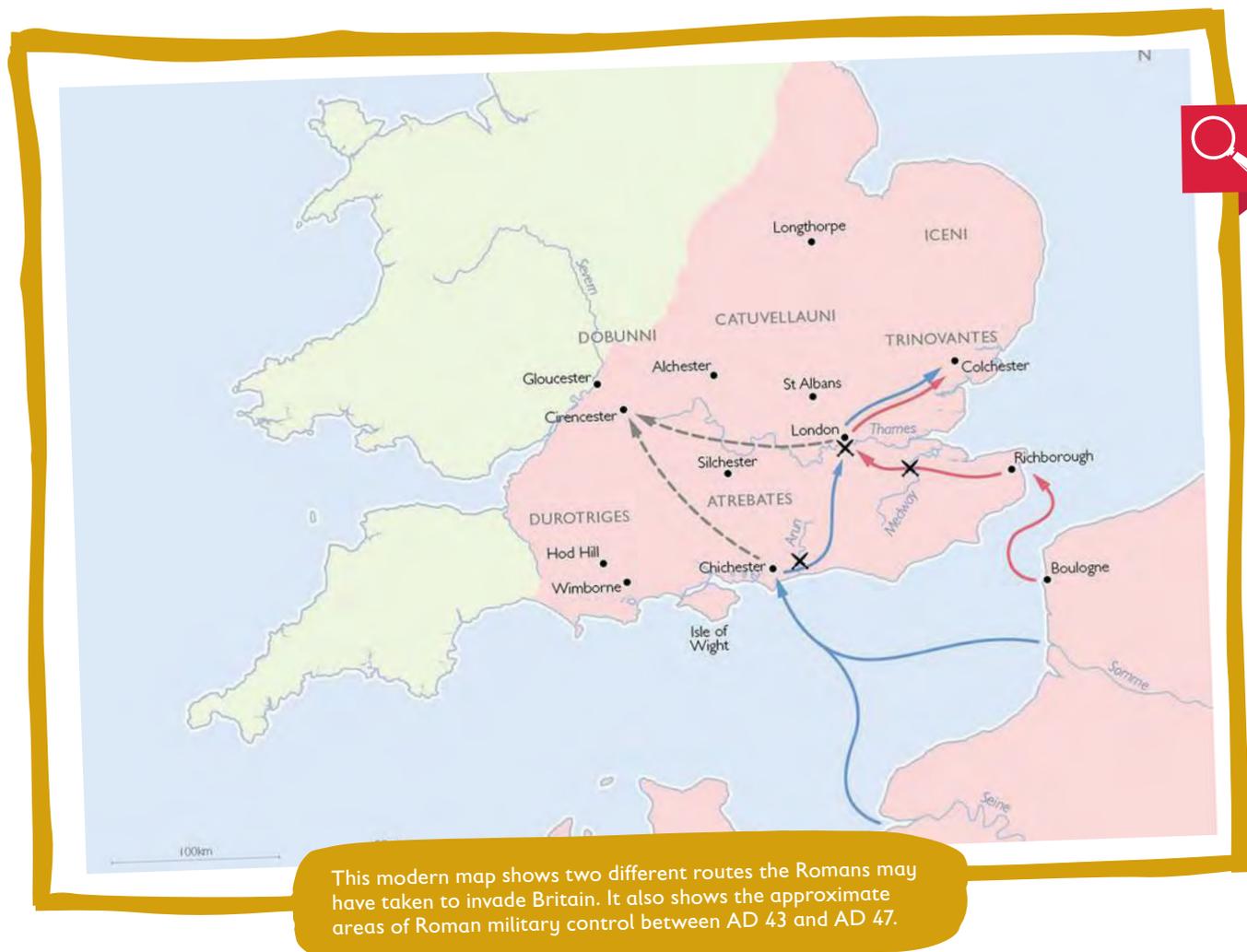


SOURCE 10

‘Amphitheatres are a unique Roman creation and this one – which could seat as many as 5,000 spectators – may have been constructed in the 1st century AD in the early phase of Roman rule. The evidence of painted decoration we have found on the arena wall, a unique find so far in amphitheatres in Britain, is remarkable, and a wonderful reminder that aspects of Roman culture abroad were also a feature of life in Roman Britain.’

A quote about archaeological discoveries made at Richborough’s amphitheatre in 2021 from Tony Wilmott, Senior Archaeologist at Historic England. Evidence found around the fort and amphitheatre, like animal bones, coins and pottery fragments, show that the Roman town of Richborough was still being used by civilians until the end of the 4th century AD.

SOURCE 11



SELF-LED ACTIVITY

AMAZING ARCHES



KS2

Recommended for

KS2 (History, Design and Technology, Maths)

Learning objectives

- Learn about the arch at Richborough and its significance.
- Understand construction techniques used by the Romans.
- Develop students' knowledge of shapes and structures.

Time to complete

Approx. 60 mins



This reconstruction by Peter Lorimer shows what the monumental arch at Richborough may have looked like in around AD 120.

SUMMARY

Use this activity to introduce the significance of arches in Roman architecture and explore Roman construction techniques to understand how Richborough's arch was built.

DESIGN INSPIRATION

Introduce key background information about arches, and Richborough's Roman monumental arch and its significance to the population of the town, by using our Historical Information on page 10 and the Teachers' Notes on page 56. You could show students a reconstruction image of Richborough's arch at this stage for added context (Source 5 on page 51).

Ask students to discuss the steps they think Roman builders would have to follow to make an arch before revealing the methods used (page 57).

Remind students of these 'Roman Construction Rules' as they work in pairs to create arches using our templates on page 59 and support them using the instructions on pages 57–58.

You will need:

- The templates on page 59 printed on thick paper or card (one sheet per pair).
- A sheet of thin card.
- Scissors.
- Glue.
- Small stones or weights (two pair pair).

Extend this activity by challenging students to create a new structure with their bricks using their understanding of 'Roman Construction Rules' (page 57) and the forces they've learned about. They could team up in larger groups to create another successful Roman structure like a bridge, aqueduct or viaduct.

MORE LEARNING IDEAS

Research buildings in your local area that use arches in their design. Have the principles of Roman building been used in new ways to support new technologies?

AMAZING ARCHES

TEACHERS' NOTES

KEY BACKGROUND INFORMATION ABOUT ARCHES

- Arches were very important to the Romans as they were used to celebrate victories and significant people as well as commemorating important events. The people who designed Richborough's archway and other arches across the Roman Empire were experts in maths and engineering.
- When a flat stone is placed on top of two columns the weight of it (the load) causes the bottom of the stone to be pushed down and stretched as the top is compressed. This means that it can only take a limited amount of weight (dependent on its length) before the stone breaks – flat stones can only be used in this way over relatively small distances.
- Arches are incredibly strong structures due to their shape and can support a lot of weight, like the bronze statues on top of the arch at Richborough. The two main forces acting on arches are compression and tension. When a load is placed at the top of an arch (compression), the force is spread across the structure evening out the tension. This allowed the Romans to build impressive structures that spanned large distances.

KEY BACKGROUND INFORMATION ABOUT RICHBOROUGH'S ARCH

- The height and weight of the arch at Richborough were supported by 10-metre-deep foundations made of layered flints.
- The arch was made of precisely cut blocks, each fitting snugly together to create a strong structure.
- Richborough's arch was a quadrifrons. This means it was an archway made up of four individual arches arranged in a square. Students may be familiar with the Arc de Triomphe in Paris which is a nineteenth-century example of a quadrifrons.

AMAZING ARCHES

TEACHERS' NOTES

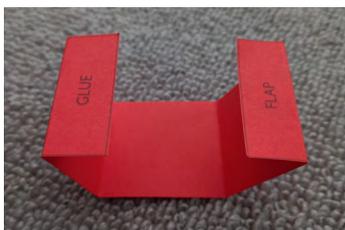
ROMAN CONSTRUCTION RULES | HOW DID THE ROMANS BUILD ARCHES?

- **DIG DEEP FOUNDATIONS** – the Romans' 10-metre-deep foundations at Richborough ensured that they could create a large and impressive structure.
- **BUILD UP COLUMNS** – the Romans began building their arches by constructing stone columns (piers) up to where the curve of the arch would begin.
- **PROVIDE SUPPORT** – then, they built a wooden structure (known as centring) to support the arch while it was being constructed.
- **PLACE YOUR ARCH STONES** – next, the Romans built the arch on top of the centring using cut stone blocks. Specially shaped stones known as voussoirs were used and the keystone (centre stone) was placed last.
- **CAREFULLY REMOVE THE SUPPORTS** – once the arch was finished, the wooden centring was carefully removed.

INSTRUCTIONS FOR CREATING YOUR OWN ARCHES

Part A

- Divide students into pairs. They will work together to build a Roman arch.
- Distribute a template sheet (page 59) to each pair. Ask students to cut out the nets on their template sheet and assemble their bricks. Remind them to only apply glue to the flaps on the templates that say 'glue'.
- Once the bricks are made, invite students to begin constructing their arches. One student in the pair will support the structure as the other puts the bricks in place. They should not glue the bricks together – the forces acting on their arch should keep the bricks in place. Students may find it helpful to place a small stone (or small weight) inside each of the base bricks of the arch as a foundation to steady their structure.
- Students will have succeeded at this stage if their arch is self-supporting.

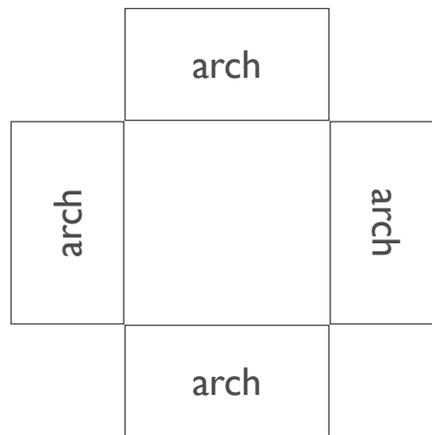


AMAZING ARCHES

TEACHERS' NOTES

Part B

- Ask each pair to join with three other pairs so that they can make a quadrifrons – a four-way arch – using the arches each pair has made.



- Place a piece of card across the top of the quadrifrons. Students will have succeeded at this stage if the quadrifrons supports the piece of card.
- If the quadrifrons does not support the piece of card, this may be because the force is not equally spread across the structure. Encourage students to reconfigure their arches and try again.

Part C

Test the strength of the quadrifrons further by adding extra weight on top of the piece of card. Students could create a statue like those on top of the Roman arch at Richborough. Which group's quadrifrons is the strongest?



Cut out these brick nets and fold along each of the lines.
Connect the flaps together with glue to make five bricks.
Position your bricks together to create an arch.

FLAP	FLAP	FLAP	FLAP
GLUE	GLUE	GLUE	GLUE

FLAP				GLUE
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TIP: Put a small stone or weight inside each of the two bricks at the base of your arch to act as foundations. This will help keep your bricks in place.

SELF-LED ACTIVITY

DIGGING THE PAST



Recommended for

KS2–3 (History)

Learning objectives

- Use a variety of sources to discover what the archaeological digs at Richborough in 1925 and 2021 were like.
- Compare and contrast digs at Richborough in 1925 and 2021 to understand how changes in science, technology and society have changed archaeological practice.

Time to complete

Approx. 25 mins



Archaeological practices have changed a lot over the past century. This image of a Pathé newsreel film on YouTube shows footage from excavations in 1925.

SUMMARY

Archaeologists study the past through objects, buildings and features. They carefully plan and record their digs to make sure that they can make the most accurate judgements as possible about the evidence they find.

In this activity, students will compare and contrast archaeological techniques used at Richborough in 1925 and 2021 and consider technological advances in archaeological practice.

COMPARE AND CONTRAST

Show students a Pathé newsreel film (1 minute 16 seconds) depicting the dig at Richborough in 1925 (search for 'Excavations at Richborough Castle 1925' on YouTube). Ask them to note down any details they see about how the dig was conducted, paying particular attention to people, clothing, techniques, the dig site, tools and finds.

Show students images and quotes from the 2021 dig in the Sources section of this kit (pages 50–54) and page 12 of the Historical Information. Ask them to note down their observations using the same prompts and compare their findings. Possible observations about both digs in our Teachers' Notes on page 61 can help guide discussion.

Archaeologists today do a lot more than just excavate. Extend this activity by encouraging students to explore modern technologies used by archaeologists (notes on page 62) and discuss why they think these are valuable.

MORE LEARNING IDEAS

A pioneering female archaeologist called Aileen Fox worked on the Richborough dig in 1925. Students can search the English Heritage website for 'groundbreaking female archaeologists' to find out more about her work and that of other female archaeologists at English Heritage sites.

DIGGING THE PAST

TEACHERS' NOTES

POSSIBLE OBSERVATIONS ON THE 'EXCAVATIONS AT RICHBOROUGH CASTLE IN 1925' NEWSREEL

- **PEOPLE:** The team shown working at Richborough is largely all men.
- **CLOTHING:** People digging are wearing flat caps, jackets and boots; the man gently brushing objects is dressed very well.
- **TECHNIQUES:** The work is very manual – no machines are used for digging.
- **THE DIG SITE:** Several large areas are being dug at once; scaffolding and boards are used to travel around the dig site; families with young children are playing and having lunch at the dig site.
- **TOOLS:** The digging does not seem particularly careful and uses large tools – this might damage artefacts or features in the ground.
- **FINDS:** Objects discovered with cracks or in pieces are being put back together.

POSSIBLE OBSERVATIONS ON THE 2021 DIG AT RICHBOROUGH | Sources 8, 9 and 10 on pages 53–54 and Historical Information on page 12

- **PEOPLE:** The team working at Richborough visibly includes women.
- **CLOTHING:** Archaeologists are wearing hi-vis clothing so that they can be seen easily and they have plastic helmets to protect their heads.
- **TECHNIQUES:** Manual work is still a part of the archaeological process.
- **THE DIG SITE:** Archaeologists are working in a specific area, not lots of large areas at once.
- **TOOLS:** Archaeologists work carefully at the dig site with small tools.
- **FINDS:** The finds are still incomplete and have not been put back together or reconstructed.

DIGGING THE PAST

TEACHERS' NOTES

MODERN ARCHAEOLOGICAL TECHNIQUES | TO DIG OR NOT TO DIG?

Today, archaeologists often use technology to help them investigate historic sites. Geophysical surveys use technology to allow archaeologists to examine features in the ground without needing to dig and risk damaging or disturbing historic remains.

Examples of these methods include:

- Magnetometers – detect the magnetic properties of remains and features underground. Archaeologists can find many kinds of objects and features like pottery, tiles, iron objects and even burnt soil using this method because all materials have unique magnetic properties.
- Electrical resistance meters – record when an electrical charge is resisted by materials underground. Archaeologists can build up an understanding of what kinds of remains might be in an area by comparing how resistant different materials are to the electrical charge.
- Ground-penetrating radar – uses electric waves bouncing off of objects to build up a picture of archaeological remains underground.
- LiDAR – (light detection and ranging) is a light survey technique archaeologists use to create accurate models of the landscape. It measures distance using light waves, recording the speed and intensity of a pulse of light from a sensor towards an object or surface. LiDAR can be very useful in revealing Roman roads.

Ask students to consider these technologies alongside the comparisons they have made between digs at Richborough in 1925 and 2021. Then, they should discuss the benefits and limitations of new technologies and traditional excavation methods.

Bring the class back to discuss students' reflections. Students should be reminded that both modern technologies and excavations have merit. Archaeologists often use modern technologies to decide where they might want to undertake excavations. In other instances, modern technologies allow archaeologists to investigate without having to risk damaging historic remains underground.